

CHAPTER I

INTRODUCTION

1.1. Background of The Study

Effective communication serves as the fundamental basis for human contact. The ability to communicate through language is essential for individuals to engage in social interactions with others. As stated by Pasaribu, Herman, and Hutahaean (2020:12). English is among the globally recognized languages and is steadily gaining prominence as the primary medium for disseminating written information. Used by most communities around the world English for communicating with people who speak other languages.

Based on the stipulations outlined by Kemendikbud (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia) in 2013 (pp. 13-15), the instruction of English is obligatory throughout educational institutions spanning from junior high school to university levels. This topic holds significant importance in both junior high school (SMP/MTS) and senior high school (SMA/MA/SMK/MAK) curriculum.

The act of instructing English language skills to students at the senior high school level, specifically in the context of a first-grade reading class, involves the development of the ability to comprehend the conceptual meaning conveyed within a text, recognise the use of interpersonal rhetoric within a given context, and effectively articulate the contents of a book through oral reading. However, the task of instructing kids in the skill of reading poses considerable challenges. Educators encounter a multitude of obstacles when

instructing English, with a specific emphasis on the domain of reading comprehension.

According to Brown (2000, p. 232), Within the domain of the English language, the acquisition of proficiency in the "four skills" has paramount importance. These skills encompass listening, speaking, reading, and writing. The assertion posits that reading plays a crucial role in the acquisition of English language skills, alongside speaking, writing, and listening. The acquisition of strong reading skills is necessary for pupils to proficiently attain mastery of a language. In the study conducted by Wahyuningsih (2021), The cultivation of reading habits and the promotion of reading enjoyment are imperative endeavours for students, given the significant role that reading plays in their educational development. Reading is a crucial language ability that plays a significant role in acquiring information.

Hartono, (2020) stated that the acquisition of proficient understanding of written material is a fundamental language skill that pupils must achieve before advancing to more productive abilities such as verbal expression and authorship. The acquisition of English language proficiency is significantly influenced by reading comprehension, as it facilitates the enhancement of students' cognitive abilities, lexical repertoire, and access to a broader range of material.

This research is focused on Descriptive texts and it is also stated that the 2013 curriculum syllabus at point 4.11 captures meaning in spoken and written descriptive texts, short and simple. The descriptive text was chosen

because Curriculum 2013 requires that it be taught to students in the tenth grade as a competency standard. Theoretically, a descriptive text is a discourse in which the major of the main idea is transmitted to the reader by clearly describing the person, place, or object that is now the topic. Etfita, (2018) Persons in this text typically discuss their physical characteristics, attitudes, habits, ages, activities, and families. Place, size, and content are often described in the text. Things like shape, location, fate, contents, size, weight, height, and width are frequently described in texts.

When teaching practice descriptive text at SMK Muhammadiyah 2 Samarinda, the researcher taught a tenth-grade study group consisting of two majors. The researcher discovered that many students encounter challenges while comprehending descriptive texts due to their unfamiliarity with the text's meaning. Other problems are faced by students are the students are unfamiliar with the words or lack of vocabulary and lack of reading strategies. High school English classes, especially in first grade reading class, granting the ability to recognize and identify ideal meanings in text. Hence, it may be deduced by the researcher that the students had challenges when engaging with descriptive text while through the learning process.

In light of the challenges encountered in instructing reading comprehension of descriptive text, it is imperative for researchers to employ more suitable reading techniques in order to enhance students' proficiency in comprehending such textual material. It is recommended that researchers employ more suitable methodologies in order to enhance students'

comprehension of descriptive literature in a more effective and accessible manner. It is widely acknowledged that several students encounter challenges in comprehending and responding to descriptive texts due to a lack of understanding of the content and meaning of the text. The concept argues that individuals acquire knowledge through written language, wherein they collect information that may then be disseminated to others and interpreted depending on the insights derived from their reading (Megawati, 2017). Therefore, the strategy that researchers use in this study is the translation method.

The study employed a translation technique to investigate the viability of its application among students for the purpose of translating English texts into Indonesian based on the Newmark's (1988) in (Kusumayanthi & Fitria, 2020) types of translation theories. The researcher uses Newmark's (1988) theory about the types of translation because it gives a clear description of the translation results and is easy to understand. However, in this study, the researcher focuses solely on two translation approaches. There are two main approaches to translation: Literal Translation and Free Translation. Literal Translation includes translating each word of the source language directly into the target language. On the other hand, Free Translation is a method that allows for more flexibility in expressing the content of the source language into the target language, often resulting in a looser translation. These two techniques involve the process of translating written words from one language (referred to as the source language) to another language (known as the target language), as well as the resultant version in the target language. A free translation is one that

focuses on the general message rather than the specific language. Even though this approach is recognized as the classical method, it was employed earlier in the century to help students read and understand other languages (Megawati, 2017).

The act of reading is distinguished by the cognitive process of comprehension. Individuals can acquire knowledge pertaining to the act of reading when they possess the ability to comprehend the contextual elements associated with reading. The primary objective of reading is to acquire comprehension or knowledge of a certain subject matter. The enhancement of reading proficiency in descriptive texts is closely associated with the translation approach. The Translation Method facilitates students' comprehension of written texts and furthermore enables them to expand their vocabulary repertoire.

Based on the explanation above, the researcher intends to conduct a study with the title: "Improving Students' Reading Ability of Descriptive Text by using Translation Method."

1.2. The Problem of The Study

Based on the previous background, this study was intended to find out the following questions:

1. Is it effective using Translation Method to improve students' reading skills of descriptive text at SMK Muhammadiyah 2 Samarinda ?

1.3. The Objective of The Study

Based of the problems of the study above, the objectives of the study is :

1. The purpose of this study is to examine the effectiveness of the Translation Method in enhancing students' reading proficiency in descriptive literature at SMK Muhammadiyah 2 Samarinda

1.4. The Scope and Limitation of Study

The researcher's primary focus was on enhancing the reading proficiency of students in descriptive text through the utilisation of the translation method. This study specifically targeted students enrolled at SMK Muhammadiyah 2 Samarinda. The significance of reading lies in its ability to enhance a student's comprehensive English language skills. The selection of the descriptive text was based on the requirement of Curriculum 2013, which mandates its inclusion as a competency benchmark for tenth-grade pupils. The use of the Translation Method in enhancing students' reading proficiency in descriptive texts is a relevant topic of discussion. Students are able to acquire knowledge pertaining to reading when they possess the ability to comprehend the contextual aspects of reading. The primary objective of reading is to acquire comprehension or knowledge of a certain subject matter.

1.5 Significant of the Study

The significance of the study are follows:

1. Theoretical Significance

The researcher intends to show that the educational learning process has increased. Especially students' reading ability of descriptive text at SMK Muhammadiyah 2 Samarinda by using translation method. The researcher anticipates that the findings of this study will have practical implications for enhancing pupils' reading proficiency. This study can serve as a valuable resource for educators and scholars seeking to do comparable studies.

2. Practical Significance

The objective of this study is to determine if a statistically significant improvement in Reading Ability occurred before and after the research conducted at SMK Muhammadiyah 2 Samarinda. This research is anticipated to have practical implications for educators, learners, and prospective scholars.

For teachers, they can improve students' learning of descriptive text accompanied by the translation method by following and applying the procedure as described in this study.

For students, students can benefit from this research because they can learn to improve their learning abilities with Descriptive Text and use the Translation Method to help them improve their own vocabulary knowledge.

The research findings are anticipated to be valuable to other researchers as they can serve as an assessment for future investigations. The ability to offer firsthand knowledge, serve as a valuable resource for fellow researchers, and provide references for suitable methodological approaches are key contributions that may be made.